

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Define “fruit,” “vegetable,” and “physical activity.”
- State the recommended cups of fruits and vegetables children should be eating and the recommended minutes of physical activity they should engage in every day.
- Identify and graph the current nutrition and physical activity related habits and attitudes of the class.

## LINKS TO CONTENT STANDARDS

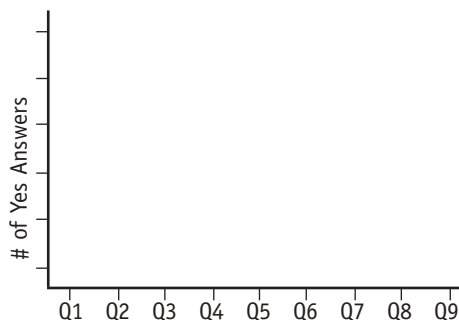
- Statistics, Data Analysis, and Probability 1.0  
Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Listening and Speaking Strategies 1.0  
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

## READY

Working in small groups, students survey one another about their nutrition and physical activity related habits and attitudes. Then students work as a class to graph and analyze the results.

## SET

- Review Power Survey, Worksheet 1.
- Create a blank graph on the board. Title the vertical axis “# of Yes Answers.” On the horizontal axis, create a space for each question from the survey, as shown below.



# Power Survey

ACTIVITY 1

## TIME

- Prep — 10 minutes
- Activity — 50 minutes

## MATERIALS

- Student workbooks

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their nutrients. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable. You can use the following simple definitions based on the plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, avocado, or pear.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.
- Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The *5 a Day—Power Play! Campaign* also calls this “power play.”



# Power Survey

## GO

### 1. Review survey process.

- Explain to students that this activity will help them learn more about their own and their classmates' nutrition and physical activity related habits and attitudes.
- Briefly discuss the basic definitions of fruit, vegetable, and physical activity on the previous page.
- Tell your students that children their age should eat  $3\frac{1}{2}$  to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
- Create small groups of 6-7 students.
- Ask students to turn to the Power Survey activity on Worksheet 1 of their workbooks. Review the directions at the top of the worksheet with students.

### 2. Students survey classmates.

- Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the *Recorder* to add the number of "yes" answers for each question.

### 3. Chart student responses.

- Have each *Recorder* report the number of "yes" answers for each question. Add each group's findings together to come up with a total number of "yes" answers for each question.
- Complete the graph that you prepared on the board using this data.

### 4. Discuss students' findings.

- When the graph is completed, review the results. Then lead a discussion.
  - According to the graph, do most of you think fruits and vegetables give you energy (Q3)? Why or why not?
  - According to the graph, do most of you think that eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day is easy (Q8)? Why or why not?

- According to the graph, do most of you think that eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day can help you do better in school (Q9)? Why or why not?
- According to the graph, were most of you physically active during your last recess (Q2)? Why or why not?
- According to the graph, do most of you think being physically active for at least 60 minutes every day is easy (Q4)? Why or why not?
- Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and get more physical activity every day and why both are important.
- You may want to revisit this activity at a later date and compare the results with today's results. Be sure to save these results, so that you can compare them when you repeat the activity later.

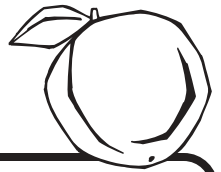
## GO FARTHER

- Students can use the survey questions with another class, create a new graph of the responses, and compare their class graph with the graph for the other class.
- Students can use the survey questions with family members and begin a discussion at home of why eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
- If you have access to computers, show students how to create bar graphs on the computer.
- As an alternative to creating a bar graph, think of creative new ways to show the results of your class survey. For example, you may wish to create a "human bar graph" by having the children line up on the playground as "yes" or "no" responses. You also may wish to use stackable objects or paper clips to create a three-dimensional graph.



# Power Survey

- Pick one person in your group to be the *Surveyor*—the one who asks the questions.
- Pick someone else to be the *Recorder*—the one who keeps track of the answers.
- The *Surveyor* reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer “yes.” Don’t forget to include the *Surveyor* and the *Recorder*. The *Surveyor* counts the number of hands that are raised.
- The *Recorder* writes the number of “yes” answers in the question’s box.
- *Example:* The *Surveyor* asks, “Did you try a new fruit or vegetable last month?” Four students raise their hands to say “yes.” The *Recorder* writes “4” in that question’s box.

**1**

Did you try a new fruit or vegetable last month?

**2**

Were you physically active during your last recess?

**3**

Do you think fruits and vegetables give you energy?

**4**

Do you think it’s easy to get at least 60 minutes of physical activity every day?

**5**

Do you think being physically active can help keep you from getting sick?

**6**

Have you ever asked your parents to buy your favorite fruits or vegetables?

**7**

Did you try a new physical activity last month?

**8**

Do you think eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day is easy?

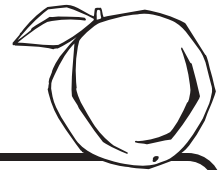
**9**

Do you think eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day can help you do better in school?



# Encuesta de Poder

- Selecciona una persona en tu grupo que sea el *Encuestador*—el que hace las preguntas.
- Selecciona a alguien que sea el *Contador*—el que mantiene el récord de las respuestas.
- El *Encuestador* lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar “sí”. No olviden de incluir al *Encuestador* y al *Contador*. El *Encuestador* cuenta el número de manos que se han levantado.
- El *Contador* escribe el número de respuestas “sí” en el cuadro de la pregunta.
- *Por ejemplo:* El *Encuestador* pregunta, “¿Probaste una nueva fruta o vegetal el mes pasado?” Cuatro estudiantes levantan la mano para indicar que “sí”. El *Contador* escribe “4” en el cuadro de esa pregunta.

**1**

¿Probaste una nueva fruta o vegetal el mes pasado?

**2**

¿Estuviste activo físicamente durante tu último recreo?

**3**

¿Crees que las frutas y vegetales te dan energía?

**4**

¿Crees que es fácil hacer al menos 60 minutos de actividad física cada día?

**5**

¿Crees que el estar activo físicamente te puede ayudar a no enfermarte?

**6**

¿Alguna vez has pedido a tus padres que te compren tu fruta o vegetal favorito?

**7**

¿Intentaste una nueva actividad física el mes pasado?

**8**

¿Crees que es fácil comer de 3½ a 5 tazas de frutas y vegetales cada día?

**9**

¿Crees que comer de 3½ a 5 tazas de frutas y vegetales cada día te ayudan a tener mas éxito en la escuela?

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 5 different fruits and vegetables.
- Describe key characteristics and health benefits of at least one fruit or vegetable.
- Locate credible information about fruits and vegetables using a variety of sources.
- Write a composition about their findings.

## LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0  
Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Writing Strategies 1.0  
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.
- Writing Applications (Genres and Their Characteristics) 2.0  
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

## READY

Students complete a word search activity, then individually research and write a brief report about one of the fruits or vegetables identified in the word search.

## SET

- Review the Activity Notes.
- Review Power Search, Worksheet 2A and Power Research Report, Worksheet 2B. Decide whether you would like to simplify the report by having your students answer only questions 1-5.
- Gather information resources in your classroom. See the Activity Notes for resource ideas.
- If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.

# Power Search



## TIME

- Prep — 15 minutes
- Activity — 50 minutes

## MATERIALS

- Student workbooks
- Resources for student research (e.g., encyclopedias, library books, Internet access)



# Power Search

## GO

### 1. Review Power Search process.

- Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
- Have them turn to Power Search, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students.

### 2. Students complete Power Search.

- Allow students about 10 minutes to complete the Power Search.

### 3. Discuss student findings.

- Lead a discussion of the words in the Power Search.
- Have you heard of all of the fruits and vegetables on the list?
- Which are new to you?
- Are there foods on the list that you enjoy and eat often?

### 4. Explain the report process.

- Ask each student to pick one fruit or vegetable from the Power Search. Encourage them to choose a fruit or vegetable that is new to them.
- Explain that each student will write a brief report (2-3 paragraphs) about his/her chosen food.
- Have students find Power Research Report, Worksheet 2B in their workbooks. Review the questions on the worksheet with students. Let students know whether they should answer all of the questions or only questions 1-5.

### 5. Discuss sources of information for reports.

- Point out the list of Web sites on the board and any other resources in the classroom for their reports.
- If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. Suggestions may include a book in the library, parent, teacher, school food service staff, Web site, doctor, dietitian, supermarket produce manager, farmer, chef, etc.

### 6. Students complete their reports.

- Allow students class time to complete their research reports, or assign them as homework. The report should take 20-30 minutes to complete. Time will vary depending upon whether the students complete all questions or only questions 1-5.

## GO FARTHER

- Link this activity to your science curriculum by having students identify the botanical parts of the plants they are learning about (e.g., fruits, roots, stems, leaves).
- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their research report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers' market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Search. Guest speakers may include a farmer, farmers' market manager, master gardener, dietitian, supermarket produce manager, chef, or your school's food service director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Search. Ask your school food service department if they can assist with obtaining fruits and vegetables for tasting.
- Instead of choosing report topics only from the Power Search list, encourage students to choose a fruit or vegetable that is more culturally relevant for them. The other students will have an opportunity to learn about a new fruit or vegetable and to learn something about another culture.



# Activity Notes: Power Search

While researching for their reports, students may learn the following facts about different fruits and vegetables:

## Artichokes:

- Vegetable
- Green, looks like a flower bud
- Almost 100% of artichokes grown in the U.S. are grown in California, primarily in Monterey, Riverside, Imperial, Santa Barbara, Ventura, and Orange counties.
- Good source of vitamin C, fiber, and folate

## Asparagus:

- Vegetable
- Green spear-like stalks with buds on each end
- Asparagus is grown mostly in California and Washington. In California, it grows primarily in San Joaquin, Imperial, Monterey, and Santa Barbara counties.
- Excellent source of folate and good source of vitamin A and vitamin C

## Avocados:

- Fruit
- Dark green, leather-like on the outside, shaped like an oval
- 95% of avocados grown in the U.S. are grown in California, primarily in San Diego, Riverside, Orange, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Tulare, and Kern counties.
- Good source of fiber

## Broccoli:

- Vegetable
- Green, flower-like with thick stem
- 98% of broccoli grown in the U.S. is grown in California, primarily in Imperial, Riverside, Ventura, Santa Barbara, San Luis Obispo, Monterey, San Benito, Santa Cruz, Fresno, Kern, Stanislaus, and Tulare counties.
- Excellent source of vitamin C, folate, and fiber
- Good source of vitamin A and potassium

## Brussels Sprouts:

- Vegetable
- Look like tiny green cabbages or heads of lettuce
- Brussels sprouts are grown in California primarily in Monterey and Santa Cruz counties.
- Excellent source of vitamin C and good source of folate and fiber

## Resources

The following resources may help students with their research reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *California Children's 5 a Day—Power Play! Campaign*.

Be sure to check out each Web site for its appropriateness for your students.

[www.5aday.com](http://www.5aday.com)  
[www.artichokes.org](http://www.artichokes.org)

[www.avocado.org](http://www.avocado.org)  
[www.broccoli.com](http://www.broccoli.com)  
[www.brussels-sprouts.com](http://www.brussels-sprouts.com)  
[www.calasparagus.com](http://www.calasparagus.com)  
[www.californiafigs.com](http://www.californiafigs.com)  
[www.calpear.com](http://www.calpear.com)  
[www.calstrawberry.com](http://www.calstrawberry.com)

[www.cdc.gov](http://www.cdc.gov) (search for Fruit and Vegetable of the Month)

[www.cfaitc.org/Resource\\_Materials/commodity/commodity.html](http://www.cfaitc.org/Resource_Materials/commodity/commodity.html)  
[www.dole5aday.com/ReferenceCenter/R\\_Home.jsp](http://www.dole5aday.com/ReferenceCenter/R_Home.jsp)  
[www.kiwifruit.org](http://www.kiwifruit.org)  
[www.leafy-greens.org](http://www.leafy-greens.org)  
[www.tablegrape.com](http://www.tablegrape.com)  
[www.tomato.org](http://www.tomato.org)

Review the resources listed in the Appendix for other useful Web sites.



# Activity Notes: Power Search

## Cantaloupe:

- Fruit
- Rough, tan ball on outside, with smooth and juicy orange-colored center
- Cantaloupe is grown primarily in California, Arizona, and Texas. In California, it grows primarily in Merced, San Joaquin, and Stanislaus counties and the Imperial, Coachella, and Pal Verde valleys.
- Excellent source of vitamin A and vitamin C and good source of folate

## Carrots:

- Vegetable
- Long, orange-colored vegetable with green leaves at the top
- Grown in California, Canada, and Mexico. In California, carrots grow primarily in Kern, San Luis Obispo, Imperial, Riverside, Los Angeles, and Monterey counties.
- Excellent source of vitamin A and good source of vitamin C

## Celery:

- Vegetable
- Tall, pale-green stalks with leaves
- Grown in California, Florida, and Michigan. In California, celery grows primarily in Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura counties.
- Good source of vitamin C

## Figs:

- Fruit
- Green or black, soft-skinned, shaped like a tear drop
- California is the 2nd leading producer of figs in the world. In California, figs grow primarily in Fresno, Madera, and Merced counties.
- Good source of fiber

## Grapes:

- Fruit
- Small, round, and light green, purple, or reddish in color
- Grown in California, Canada, Chile, and Mexico. In California, grapes are grown primarily in Southern San Joaquin Valley and Coachella Valley.
- Excellent source of vitamin C

## Kiwifruit:

- Fruit
- Light brown, fuzzy, and round
- Largest producers are New Zealand and California. In California, kiwifruit is grown primarily in Butte, Sutter, Yuba, Fresno, Kings, Tulare, and Kern counties.
- Excellent source of vitamin C and good source of fiber and potassium

## Lettuce:

- Vegetable
- Green or purple and leafy; different varieties include Boston, Bibb, Iceberg, Romaine, etc.
- The U.S. is the 2nd largest producer worldwide, after China. In California, lettuce is grown primarily in Monterey, San Benito, Santa Barbara, San Luis Obispo, and Santa Cruz counties.
- Leaf lettuce is an excellent source of vitamin A

## Pears:

- Fruit
- Yellow or green, sometimes reddish
- Varieties include: Anjou, Bartlett, Bosc, Red Bartlett, etc.
- Pears are grown in California, primarily in Sacramento, Yolo, Solano, San Joaquin, Mendocino, Lake, Yuba, and Sutter counties.
- Excellent source of vitamin C and good source of fiber

## Strawberries:

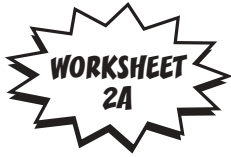
- Fruit
- Small, heart-shaped red fruit with seeds on the outside
- Grown in California, Florida, and Mexico. In California, strawberries are grown primarily in Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura, Orange, Los Angeles, San Diego, Riverside, Fresno, and Merced counties.
- Excellent source of vitamin C and folate and good source of fiber

## Tomatoes:

- Fruit (often considered a vegetable, but remember – a fruit is the edible part of the plant that contains the seeds)
- Red, green, and yellow with shiny skin
- California is the 2nd largest tomato producer in the U.S. after Florida. In California, tomatoes are grown primarily in San Joaquin, Stanislaus, and Merced counties.
- Excellent source of vitamin A and vitamin C and good source of potassium

Name \_\_\_\_\_

Date \_\_\_\_\_



# Power Search



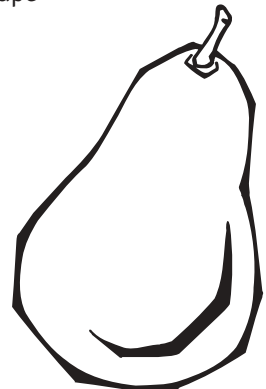
Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

D	T	X	C	A	R	R	O	T	S	Q	F	N	F	B	R
T	B	T	Q	N	T	L	H	E	M	V	Z	D	N	R	X
N	O	R	Y	R	N	M	C	X	G	W	B	M	R	U	G
K	S	M	O	R	R	U	K	P	B	R	L	L	H	S	T
I	X	T	A	C	T	W	A	V	O	C	A	D	O	S	C
W	K	B	R	T	C	F	L	G	Z	G	W	P	L	E	E
I	R	P	E	A	O	O	T	R	M	P	B	S	E	L	L
F	L	L	Z	H	W	V	L	C	K	E	U	W	Y	S	E
R	F	M	T	X	H	B	M	I	K	G	T	T	Q	S	R
U	W	G	P	E	A	R	E	O	A	Z	H	T	N	P	Y
I	F	Q	G	V	M	K	H	R	L	H	P	X	K	R	E
T	F	N	K	D	R	C	A	Q	R	R	Q	X	X	O	S
M	G	L	T	N	I	P	Y	N	G	I	L	G	J	U	X
B	X	M	R	T	S	Z	F	I	T	J	E	P	K	T	L
P	T	B	R	A	K	M	F	Q	P	K	Q	S	K	S	V
T	B	A	Z	N	C	A	N	T	A	L	O	U	P	E	F

artichoke  
broccoli  
carrots  
grapes  
pear

asparagus  
brussels sprouts  
celery  
kiwifruit  
strawberries

avocado  
cantaloupe  
fig  
lettuce  
tomato

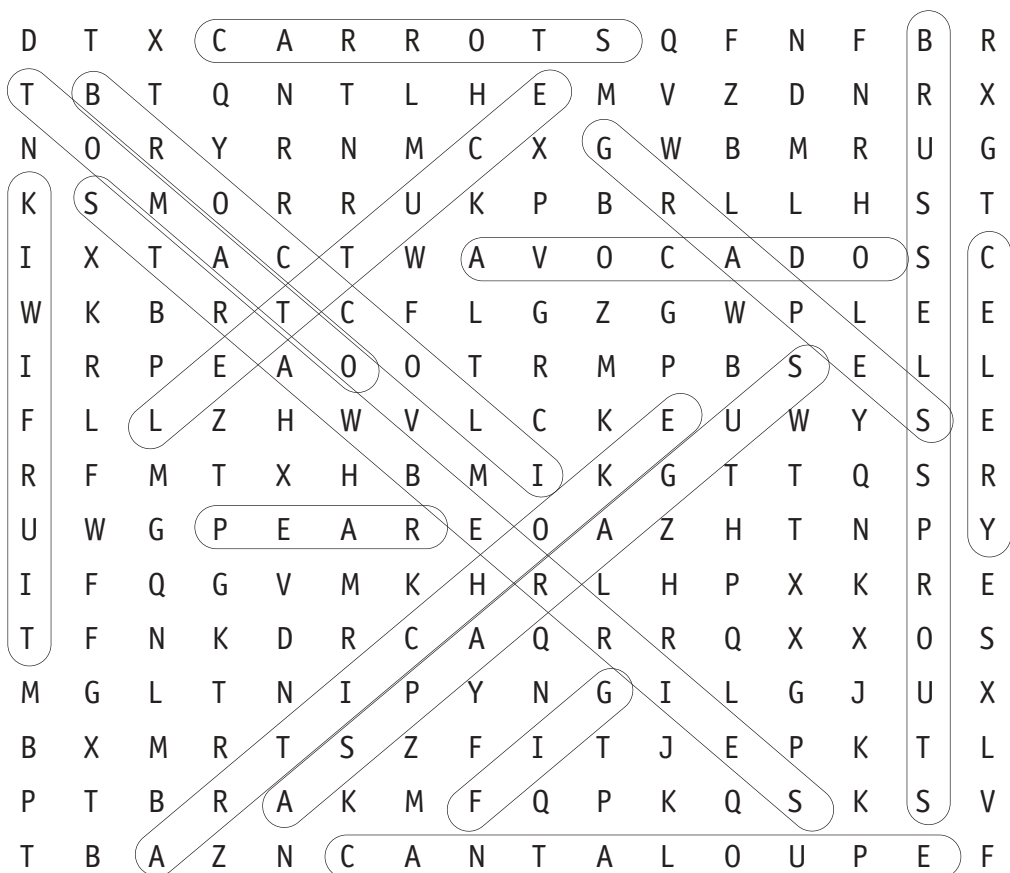


# Power Search

## ANSWER KEY



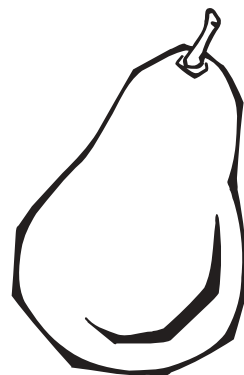
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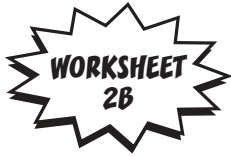


artichoke  
broccoli  
carrots  
grapes  
pear

asparagus  
brussels sprouts  
celery  
kiwifruit  
strawberries

avocado  
cantaloupe  
fig  
lettuce  
tomato





# Power Research Report

Pick a fruit or vegetable from the Power Search list. Write a short report about your fruit or vegetable that answers the questions below. You can write on the back of the page if you need more space.



- 1** What is the name of the fruit or vegetable?
- 2** Is it a fruit or vegetable?
- 3** What does the fruit or vegetable look like? Describe its color on the inside and outside, its shape, and its size.
- 4** Does it grow in California? Where?
- 5** What is in this fruit or vegetable that makes it good for you? Are there vitamins in it? What are they?
- 6** Have you ever eaten this fruit or vegetable? Why or why not?
- 7** If you have not eaten this fruit or vegetable, do you think you will eat it now that you have learned more about it? Why or why not?
- 8** What are some ways that you can eat this fruit or vegetable?

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# ¡Buscando con Ganas!



Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una.

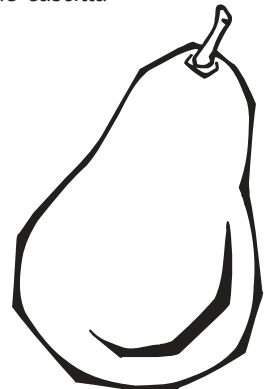
Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

D	T	X	L	E	C	H	U	G	A	Q	F	N	F	M	R
T	B	T	Q	N	T	L	H	I	M	V	Z	D	N	E	X
N	F	R	Y	R	N	M	W	X	U	W	B	M	R	L	G
A	C	R	O	R	R	I	K	P	B	V	L	L	H	O	T
L	X	O	E	C	K	A	G	U	A	C	A	T	E	N	T
C	K	B	L	S	O	F	L	G	Z	G	W	S	L	D	O
A	R	P	E	D	A	L	T	R	M	P	B	S	E	E	M
C	L	L	Z	H	E	S	I	C	K	O	U	W	Y	C	A
H	F	M	T	X	H	B	M	W	G	G	T	T	Q	A	T
O	W	G	P	E	R	A	R	A	A	Z	H	T	N	S	E
F	F	Q	G	V	M	K	R	U	L	H	P	X	K	T	E
A	F	N	K	D	R	R	O	Q	S	O	Q	X	X	I	S
M	G	L	T	N	A	I	Y	N	G	E	L	G	J	L	X
B	X	M	R	P	P	Z	F	I	T	J	L	P	K	L	L
P	T	B	S	A	K	M	H	Q	P	K	Q	A	K	A	V
T	B	E	Q	Z	A	N	A	H	O	R	I	A	S	G	F

alcachofa  
brócoli  
zanahorias  
uvas  
pera

espárrago  
col de Bruselas  
apio  
kiwi  
fresas

aguacate  
melón de castilla  
higo  
lechuga  
tomate



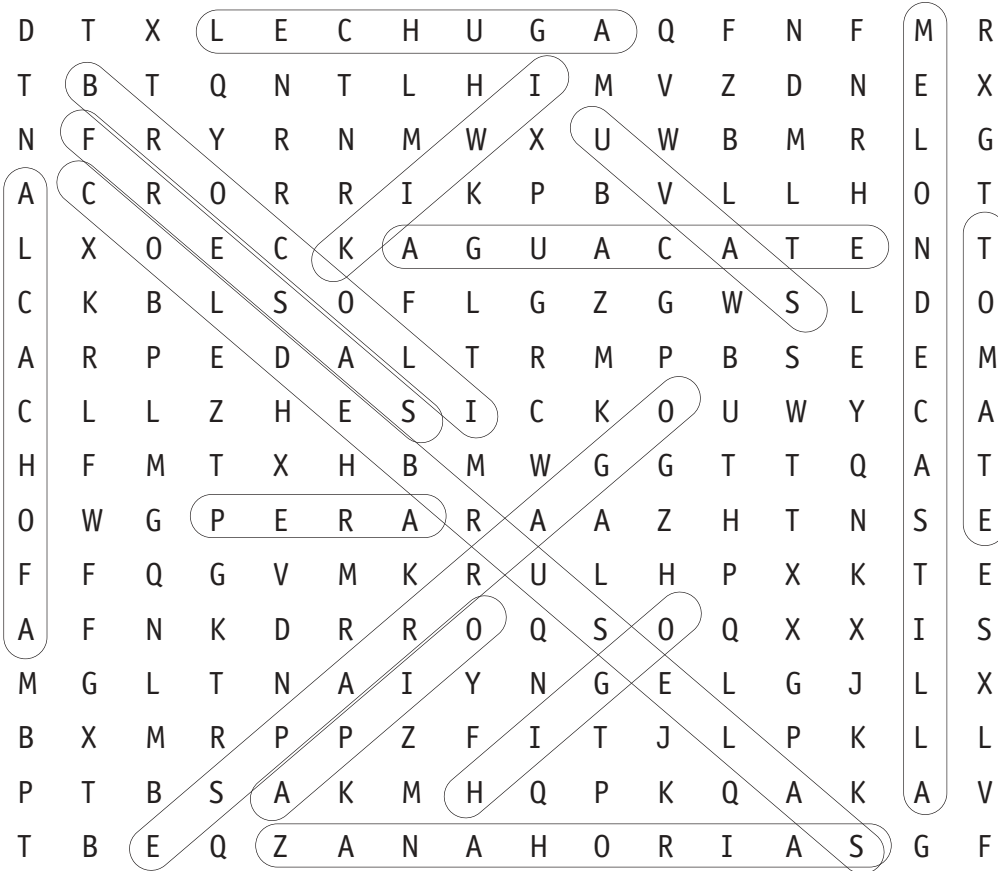
# ¡Buscando con Ganas!

## GUÍA DE RESPUESTAS



Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una.

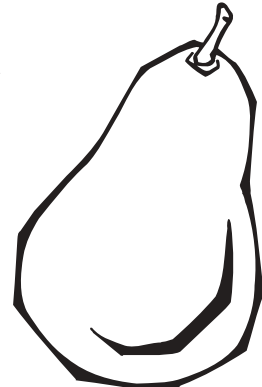
Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.



alcachofa  
brócoli  
zanahorias  
uvas  
pera

espárrago  
col de Bruselas  
apio  
kiwi  
fresas

aguacate  
melón de castilla  
higo  
lechuga  
tomate





[illegible]

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
- Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

## LINKS TO CONTENT STANDARDS

- Number Sense 1.0  
Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.
- Algebra and Functions 1.0  
Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Mathematical Reasoning 1.0  
Students make decisions about how to approach problems.

## READY

Students watch a demonstration to show different amounts of fruits and vegetables (e.g.,  $\frac{1}{2}$  cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

## SET

- Review *How Much Do I Need?*, Worksheet 3A (**Note:** Worksheet 3A is gender specific); *Cups of Colorful Fruits and Vegetables*, Worksheet 3B; and *Power Play! Math*, Worksheet 3C.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. **Note:** limit the quantity of dried fruits and vegetables to  $\frac{1}{4}$  cup and juice to  $\frac{3}{4}$  cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school food service department to prepare for the demonstration or to obtain measuring cups.

# How Much Do I Need?



## TIME

- Prep — 15 minutes
- Activity — 50 minutes

## MATERIALS

- Student workbooks
- A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school food service department or call your local supermarket or farmers' market to request a produce donation (see Appendix for sample donation request letter).

**Note:** To ease children's understanding of the Dietary Guidelines, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only  $\frac{1}{2}$  cup of vegetables and that  $\frac{1}{4}$  cup of dried fruit count as  $\frac{1}{2}$  cup of fruit. In addition, the USDA's MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 3B: *Cups of Colorful Fruits & Vegetables*. For more information on the USDA's recommendations, visit [www.mypyramid.gov](http://www.mypyramid.gov) and go to Inside the Pyramid.



# How Much Do I Need?

GO

## 1. Students identify the number of cups of fruits and vegetables they need every day.

- Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat  $1\frac{1}{2}$  cups of fruits and  $2\frac{1}{2}$  cups of vegetables every day.
- Have the students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day.  
**Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

## 2. Students state number of cups of fruits and vegetables.

- Ask students the following questions:
  - According to Worksheet 3A, how many cups of fruits should you eat every day?
  - According to Worksheet 3A, how many cups of vegetables should you eat every day?
  - According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

## 3. Demonstrate different amounts of fruits and vegetables as measured by cups.

- Ask students the following questions:
  - How big is  $\frac{1}{2}$  cup of fruit?
  - How big is 1 cup of vegetables?
- Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended  $3\frac{1}{2}$  to 5 cups that they need every day for good health.
- Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use student volunteers to show how  $\frac{1}{2}$  cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands. Direct students to the back cover of their student workbooks for another visual of this.
- Ask the students:
  - As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
  - Now that you can recognize what cups and  $\frac{1}{2}$  cups look like, does eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day seem easier or harder? Why?

# How Much Do I Need?



## 4. Discuss the need for physical activity.

- Ask students the following questions and do not correct their responses.
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want to or not want to be physically active?
- Explain to students that children should be physically active for 60 minutes every day. Ask the students if this is more or less than they expected.
- Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don't have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
- Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
- Explain to students that they should try to get some type of vigorous physical activity every day.

## 5. Students complete math activity.

- Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
- Allow students approximately 20 minutes to complete the worksheet.

## 6. Discuss student work.

- When students are done, review the answers as a class. Then lead a discussion and ask the students:
  - What have you learned about the amount of fruits and vegetables you need every day for good health?
  - Will this information change the amount of fruits and vegetables that you eat every day?
  - What have you learned about physical activity?
  - Will this information change the amount of activity that you get every day?

## GO FARTHER

- Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
- Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
- Invite the school food service director or a food service staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
- Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.



Name \_\_\_\_\_ Date \_\_\_\_\_



# How Much Do I Need? BOY



## 9-year-old boy

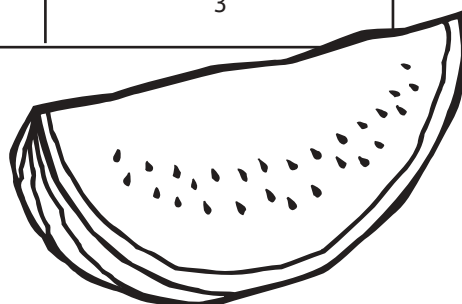
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

## 10-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	3	5

## 11-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2½	4
30 to 60 minutes	2	2½	4½
More than 60 minutes	2	3	5

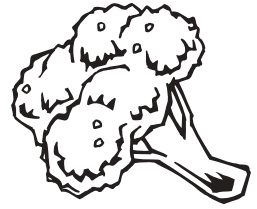


Name \_\_\_\_\_

Date \_\_\_\_\_



# How Much Do I Need? GIRL



## 9-year-old girl

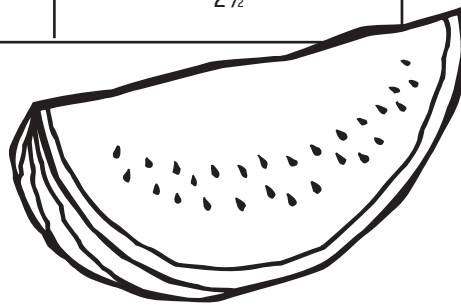
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2	3½
More than 60 minutes	1½	2½	4

## 10-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

## 11-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½



Nombre \_\_\_\_\_

Fecha \_\_\_\_\_



# ¿Cuánto Necesito? NIÑO



## Niño de 9 años de edad

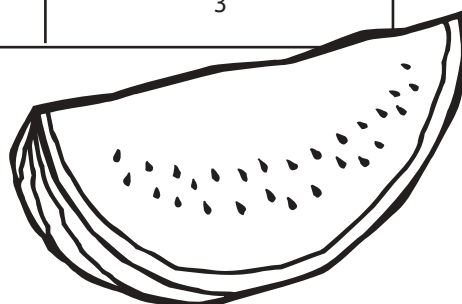
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niño de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	3	5

## Niño de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2½	4
30 a 60 minutos	2	2½	4½
Más de 60 minutos	2	3	5

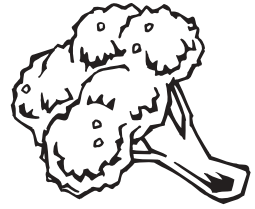


Nombre \_\_\_\_\_

Fecha \_\_\_\_\_



# ¿Cuánto Necesito? NIÑA



## Niña de 9 años de edad

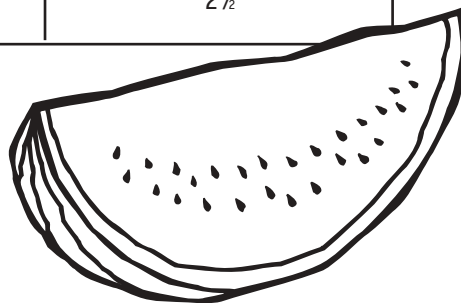
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2	3½
Más de 60 minutos	1½	2½	4

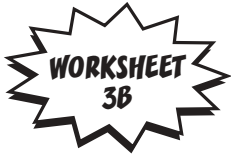
## Niña de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

## Niña de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½





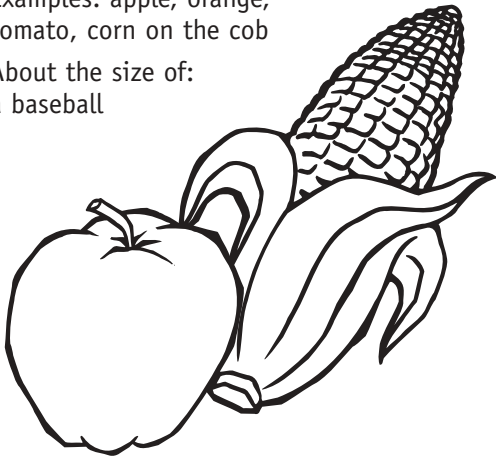
# Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

## 1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of:  
a baseball

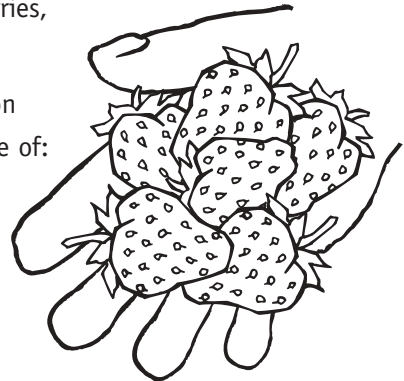


## 1 cupped handful of fresh, frozen, or canned\* fruits or vegetables = 1/2 cup

\*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

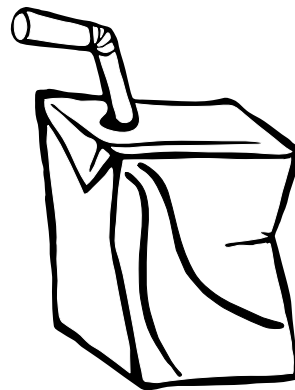
About the size of:  
1/2 a baseball



## 2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of:  
a baseball



## 1 juice box with 100% juice = 3/4 cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

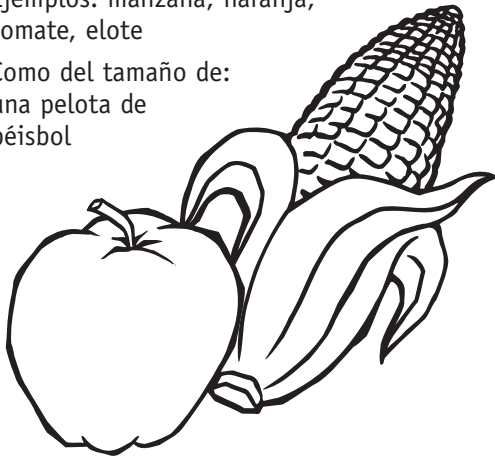
# Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Cómo puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

## 1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de:  
una pelota de  
béisbol

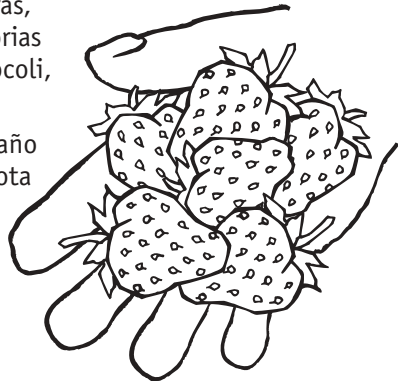


## Una mano llena de frutas o vegetales frescos, congelados, o enlatados\* = 1/2 taza

\* fruta enlatada en jugo 100% natural

Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado

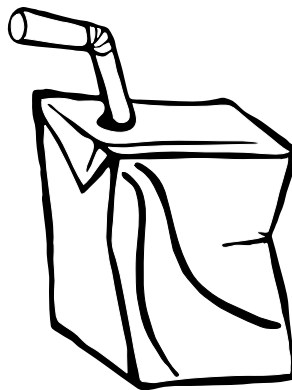
Como del tamaño de: media pelota de béisbol



## 2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una  
pelota de béisbol



## 1 caja de jugo 100% natural = 3/4 taza (6 onzas)

Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate



# Power Play! Math

Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.

**1**

2 cupped handfuls of lettuce = \_\_\_\_\_ cup(s)

**2**

1 cupped handful of strawberries = \_\_\_\_\_ cup(s)

**3**

2 whole apples = \_\_\_\_\_ cup(s)

**4**

It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

How many more minutes of physical activity does he need each school day?

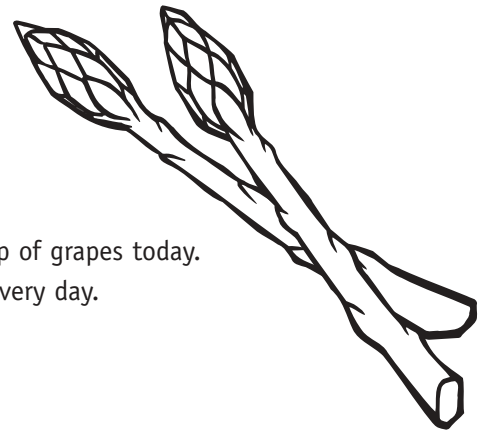
**5**

Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice,  $\frac{3}{4}$  cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

**6**

Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?





7

Andre has eaten  $\frac{1}{2}$  cup of peaches,  $\frac{1}{2}$  cup of strawberries, and  $\frac{1}{2}$  cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?

8

Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

9

It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

10

Sara ate a salad that had 1 cup of lettuce,  $\frac{1}{4}$  cup of sliced cucumbers, and  $\frac{1}{4}$  cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad?



# ***¡Jugando con Ganas a las Matemáticas!***

Resuelve los problemas de matemáticas que se presentan a continuación. Usa las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para que te ayudes. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.



**1** 2 manos llenas de lechuga = \_\_\_\_\_ taza(s)

**2** 1 taza llena de fresas = \_\_\_\_\_ taza(s)

**3** 2 manzanas enteras = \_\_\_\_\_ taza(s)

**4** A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

**5** Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, 1 taza de jugo de manzana 100% natural,  $\frac{3}{4}$  taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

**6** Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace? ¿Cuántos minutos más necesita el día de hoy?





7

Andrés se comió hoy  $\frac{1}{2}$  taza de duraznos,  $\frac{1}{2}$  taza de fresas, y  $\frac{1}{2}$  taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

8

Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas de vegetales se comió? Escribe la cantidad como fracción y como decimal.

9

A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

10

Sara se comió una ensalada que tenía 1 taza de lechuga,  $\frac{1}{4}$  taza de pepinos rebanados, y  $\frac{1}{4}$  taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales para el día de hoy?



# Power Play! Math

## ANSWER KEY

Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.



**1** 2 cupped handfuls of lettuce = 1 cup(s)

**2** 1 cupped handful of strawberries =  $\frac{1}{2}$  cup(s)

**3** 2 whole apples = 2 cup(s)

**4** It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

**$15+15=30$  minutes OR  $15 \times 2 = 30$  minutes**

How many more minutes of physical activity does he need each school day?

**$60-30=30$  more minutes each day**

**5** Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice,  $\frac{3}{4}$  cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

**$1+1+1=3$  total cups of smoothie**

**$3 \text{ cups} \div 3 \text{ friends} = 1 \text{ cup for each friend's smoothie}$**

**6** Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?

**1 hour = 60 minutes**

**$60 \text{ minutes} \times 2 \text{ hours} = 120 \text{ minutes}$**

**Ben got 120 minutes of physical activity today.**

How many more minutes does he need today? **Zero**

**7** Andre has eaten  $\frac{1}{2}$  cup of peaches,  $\frac{1}{2}$  cup of strawberries, and  $\frac{1}{2}$  cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of fruit does Andre need to eat today?

**$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2} = 1\frac{1}{2}$  cups of fruit Andre has eaten today**

**Andre needs to eat 2 cups of fruit today.**

**$2 - 1\frac{1}{2} = \frac{1}{2}$  cup more fruit that Andre needs to eat today**

**8** Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

**1 cupped handful =  $\frac{1}{2}$  cup = 0.5 cups**

**9** It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

**$6 \times \underline{\hspace{1cm}} = 60$**

**$\underline{\hspace{1cm}} = 60 \div 6 = 10$**

**Susan needs to go around the block 10 times**

**10** Sara ate a salad that had 1 cup of lettuce,  $\frac{1}{4}$  cup of sliced cucumbers, and  $\frac{1}{4}$  cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad?

**$1 + \frac{1}{4} + \frac{1}{4} = 1\frac{2}{4} = 1\frac{1}{2}$  cups she ate today**

**$2\frac{1}{2} - 1\frac{1}{2} = 1$  Sara needs 1 more cup of vegetables today**



# *Jugando con Ganas a las Matemáticas!*

## GUÍA DE RESPUESTAS

Resuelve los siguientes problemas matemáticos. Utiliza la Hoja de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para ayudarte. Si haces una cuenta para resolver el problema, escríbela abajo.



**1** 2 manos llenas de lechuga = 1 taza(s)

**2** 1 mano llena de fresas =  $\frac{1}{2}$  taza(s)

**3** 2 manzanas enteras = 2 tazas(s)

**4** A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

**$15 + 15 = 30$  minutos, o  $15 \times 2 = 30$  minutos**

¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

**$60 - 30 = 30$  minutos diarios más**

**5** Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, una taza de jugo de manzana 100% natural,  $\frac{3}{4}$  taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

**$1 + 1 + 1 = 3$  tazas en total en el licuado**

**$3 \text{ tazas} \div 3 \text{ amigos} = 1 \text{ taza para cada amigo}$**

**6** Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace?

**$1 \text{ hora} = 60 \text{ minutos}$**

**$60 \text{ minutos} \times 2 = 120 \text{ minutos}$**

**Benjamín hizo ahora 120 minutos de actividad física**

¿Cuántos minutos más necesita el día de hoy? **Cero**

**7** Andrés se comió hoy  $\frac{1}{2}$  taza de duraznos,  $\frac{1}{2}$  taza de fresas, y  $\frac{1}{2}$  taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de frutas tiene que comer Andrés hoy?

**$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2} = 1\frac{1}{2}$  tazas de fruta comió Andrés el día de hoy**

**Andrés necesita comer hoy 2 tazas de fruta**

**$2 - 1\frac{1}{2} = \frac{1}{2}$  taza de fruta más necesita comer Andrés hoy**

**8** Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas más de vegetales se comió? Escribe la cantidad como fracción y como decimal.

**$1 \text{ mano llena} = \frac{1}{2} \text{ taza} = 0.5 \text{ taza}$**

**9** A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

**$6 \times \underline{\hspace{1cm}} = 60$**

**$\underline{\hspace{1cm}} = 60 \div 6 = 10$**

**Susana necesita darle la vuelta a la cuadra 10 veces**

**10** Sara se comió una ensalada que tenía 1 taza de lechuga,  $\frac{1}{4}$  taza de pepinos rebanados, y  $\frac{1}{4}$  taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de vegetales necesarios para el día de hoy?

**$1 + \frac{1}{4} + \frac{1}{4} = 1\frac{2}{4} = 1\frac{1}{2}$  tazas comió hoy**

**$2\frac{1}{2} - 1\frac{1}{2} = 1$  Sara necesita 1 taza más de vegetales el día de hoy**

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the common characteristics of their favorite snacks and favorite physical activities.
- Name at least 5 ways to use fruits and vegetables to create healthy, appealing snacks.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly their favorite fruits, vegetables, and activities.

## LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

## READY

Students discuss snacks they currently eat and types of physical activity they participate in, within the context of “likes and dislikes.” Based on this information, students brainstorm ways to make snacking healthier and to be more physically active throughout the day.

## SET

- Review the Activity Notes.
- Invite your school’s food service director to participate in this activity, so that she/he may learn about the students’ fruit and vegetable preferences.

## GO

### 1. Discuss students’ snack habits.

- Explain to students that this activity will help them examine their current snack habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word snack?
  - How are snack foods different from foods you eat during a regular meal?
  - Why do you eat snacks? (*Answers may include: I’m hungry, snacks give me energy, snack foods taste good, etc.*)
  - What do you like about your favorite snack food(s)? (*Answers may include: taste, easy to get, easy to fix, all my friends eat/drink it, the ads are cool, etc.*)
  - Do you like to eat different types of snacks at different times of day? In different places? With different people?
  - Are your favorite snack foods healthy for you? Why or why not?
  - Do you ever eat fruits and vegetables as part of a snack? Why or why not?

# Power Choices



## TIME

- Prep — 10 minutes
- Activity — 50 minutes

## MATERIALS

- Student workbooks



# Power Choices

- What snacks can you get here at school?  
Are they healthy?

## 2. Create a class healthy snack list.

- Brainstorm ways to use fruits and vegetables to create snacks. Write the answers on the board. Try to list at least 10 ideas for fruit snacks and 10 ideas for vegetable snacks. If the class has trouble coming up with ideas, refer to the Activity Notes.
- Direct students to turn to Power Choices, Worksheet 4 in their workbooks. Give them a few minutes to list their personal favorite fruit snacks and vegetable snacks on the worksheet.
- After students complete their worksheets, ask them if they have any other snacks they would like to add to the list on the board. Encourage them to share ideas that are unique to their own cultures.
- Have the class vote on their 5 favorite choices. Use the results to create a class healthy snack list. A copy of the Power Choices worksheet can be used to create the class favorites list.

## 3. Discuss students' physical activity habits.

- Explain to students that this activity will help them examine their current physical activity habits and consider more options. Ask students the following questions:
  - What is your favorite kind of physical activity?
  - When do you usually do this activity?
  - What do you like about this activity? (*Answers may include: it's fun, I do it with my friends, I like being outside, it makes me feel strong, etc.*)
  - Are you physically active during the school day?
  - What are some of the reasons you aren't more physically active during the school day?
  - What are some new things you could do at recess or during P.E. that will keep you moving and get your heart rate up? (*Answers may include: find a friend or a group of people to walk or run with during recess, play a game with a friend or a group of people, avoid activities with long lines, etc.*)

## 4. Create a class physical activity options list.

- Brainstorm ways students can add physical activity to their day (before school, during school, after school, and on the weekends). Write the answers on the board. Try to list at least 20 ideas.

- Direct students to turn to the same Power Choices worksheet in their workbooks. Give them a few minutes to list their personal favorite physical activities on the worksheet.
- After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.
- Have the class vote on their 5 favorite physical activity choices. Try to include activities that can be done during P.E. or recess. Use the results to create a class physical activity list. A copy of the Power Choices worksheet can be used to create the class favorites list.

## GO FARTHER

- Ask for volunteers to demonstrate some of the physical activity ideas for the class.
- Encourage students to take home their Power Choices worksheet and share it with their families. Students may wish to work with other family members to create a "Family Favorites" list that can be kept on the refrigerator or in another prominent place.
- Keep the list or an illustrated poster of favorite fruit and vegetable snacks and favorite physical activities on display in the classroom. Each month survey the students to see if they have tried any of the snacks or the activities on the lists.
- Serve one or more of the class favorites as a class snack.
- Provide a copy of your class favorites list to the school food service director.
- Grow one of the class favorites in a container garden in class or in the school garden, or encourage students to plant their favorites in a container or garden at home.
- As students head out to recess, encourage them to be active. Students can check their personal favorites list or the class favorites list for ideas.
- During physical education, help your students find ways to make their favorite recess or P.E. activities more active. For example, if your students like to talk with friends during recess, encourage them to walk and talk.
- Encourage students to participate in National Physical Fitness and Sports Month in May ([www.fitness.gov](http://www.fitness.gov)) and Walk to School Day/Week in October ([www.cawalktoschool.com](http://www.cawalktoschool.com)).



# Activity Notes: Power Choices

## Here are some ideas for your healthy snack list:

- Chunks of avocado, cucumber, or cooked sweet potato
- Frozen fruit kabobs with pineapple, bananas, grapes and berries
- Chopped raw veggies and lowfat dip, lowfat cream cheese or peanut butter
- Toasted whole grain breads or crackers with fruit spread
- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce with no added sugar or fruit cups packed in fruit juice
- Dried fruit
- Frozen fruit bars made with 100% fruit juice
- Lowfat yogurt with fresh fruit and granola on top
- Celery with peanut butter and raisins (“ants on a log”)
- Cucumber slices or jicama with lime juice and chili powder
- Hummus (puréed garbanzo beans) with veggie sticks
- Salsa made with tomatoes, onions, corn, and cilantro, served with baked tortilla chips
- Salsa made with kiwifruit, tangerines, jicama, yellow or red peppers, and cilantro
- Veggie wrap (tortilla) stuffed with cucumbers, zucchini, carrots, and onions
- Rice cakes with peanut butter and bananas
- Cottage cheese with fruit
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Bowl of fresh fruit (e.g., cantaloupe, grapes, strawberries, honeydew, watermelon)

For more ideas and snack recipes, check out the *5 a Day—Power Play! Campaign’s “Kids...Get Cookin’!”* cookbook or visit [www.ca5aday.com](http://www.ca5aday.com) and [www.5aday.com](http://www.5aday.com) for more recipes.

## Here are some ideas for your physical activity list:

### ***Before school:***

- Walk, bike or skate to school
- Walk a pet
- Do some chores (e.g., vacuuming, raking leaves, cleaning your room)
- Do a stretch routine
- Do 10 push-ups and 10 sit-ups

### ***During school:***

- Play activities and games during recess (e.g., basketball, soccer, jump rope, tag, kickball)
- Find a friend to walk or jog with during recess

### ***After school:***

- All those listed in “before and during school”
- Join an activity club
- Take lessons in an activity you are interested in
- Join a team
- Go to the park with a friend and play
- Play catch with a friend
- Toss a Frisbee with a friend
- Go on a bike ride
- Skate
- Go for a walk with a family member or friend
- Turn on some music and dance
- If you’re by yourself, try jumping rope, kicking a kick sack or foot bag, or practicing your sports skills, like dribbling and shooting a basketball

### ***Weekends:***

- All those listed in “before and after school”
- Go on a family bike ride, walk, hike, or trip to the park
- Take up a new sport
- Walk to your destination instead of catching a ride
- Gather a group of friends to play hide and seek, touch football, tag, soccer, or another fun game



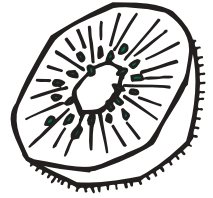
Name \_\_\_\_\_

Date \_\_\_\_\_



# Power Choices

List your favorite fruit snacks, vegetable snacks, and physical activities below.



## Top 5 Favorite Fruit Snacks

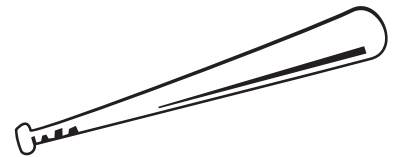
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## Top 5 Favorite Vegetable Snacks

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Top 5 Favorite Physical Activities

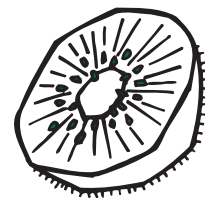


- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



# Decisiones de Poder

Haz una lista de tus bocadillos de frutas, bocadillos de vegetales y actividades físicas favoritas.



## 5 Bocadillos de Frutas Favoritas

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

5

\_\_\_\_\_



## 5 Bocadillos de Vegetales Favoritos

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

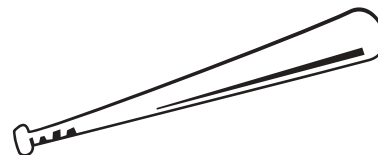
4

\_\_\_\_\_

5

\_\_\_\_\_

## 5 Actividades Físicas Favoritas



1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

5

\_\_\_\_\_

## LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 benefits of eating  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
- Identify their current fruit and vegetable intake and level of physical activity.
- Write a short composition about their findings.

## LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0  
Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Writing Strategies 1.0  
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.

## READY

Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Students analyze their journals using the fruit and vegetable and physical activity recommendations and Get the Power!, Worksheet 5A. Then they write a short composition about areas needing improvement.

## SET

- Review the following worksheets:
  - How Much Do I Need?, Worksheet 3A;
  - Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  - Get the Power!, Worksheet 5A; and
  - Fruit & Vegetable and Power Play! Journal, Worksheet 5B.

## GO

### 1. Discuss the Get the Power! worksheet (Day 1).

- Ask the students the following questions and do not correct their responses.
  - Why is it important to eat  $3\frac{1}{2}$  to 5 cups of fruits and vegetables every day?
  - How does it help your health?
  - Why is it important to get at least 60 minutes of physical activity every day?
  - How does it help your health?

# Fruit & Vegetable and Power Play! Journal



## TIME

- Prep — 15 minutes
- Activity —
  - Steps 1 and 2 on Day 1 — 50 minutes
  - Journals on Days 2 and 3 — 10 minutes in class plus homework
  - Step 3 on Day 4 — 50 minutes

## MATERIALS

- Student workbooks



# Fruit & Vegetable and Power Play! Journal

- Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.

## 2. Explain the journal process (Day 1).

- Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
- Review examples of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
- Have students turn to Fruit & Vegetable and Power Play! Journal, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

## 3. Students record in their journals (Days 2 and 3).

- Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
- Have students start the journal the day after you introduce the activity.
- Direct students to bring their journals to class on the third day.

## 4. Students analyze their journals (Day 4).

- Bring students' attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals.

Ask students:

- Did you eat the recommended cups of fruit on either day?
- Did you eat the recommended cups of vegetables on either day?
- If you did not meet the fruit and vegetable goal, what benefits are you missing?
- What did you eat more often, fruits or vegetables?
- Which fruits and vegetables did you eat most often?
- What are some reasons you might want to eat more fruits and vegetables?
- Did you get at least 60 minutes of physical activity on either day?
- What types of activities did you do?
- What are some reasons you might want to get more physical activity?
- Ask students to identify at least one area for improvement and have them write a short composition that describes what they need to improve, what they can do to improve, and what benefits they will get if they meet their goal to improve. Students may decide that they need to:
  - Eat more fruits
  - Eat more vegetables
  - Eat a greater variety of fruits and vegetables
  - Get more physical activity
  - Get more vigorous physical activity

## GO FARTHER

- Encourage students to take their journals and their compositions home to share with their family members.
- Repeat the journal activity later in the school year to help students assess their progress.



# Get the Power!

Do you want to grow and stay healthy? Do you want more energy to do well in school and sports?

## Eat Fruits and Vegetables Every Day!

You should eat  $3\frac{1}{2}$  to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

### Why do I need fiber?

Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don't eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

### Why should I limit fat and sugar?

Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of refined sugar, you will probably eat fewer healthy foods. Fruits and vegetables have natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

### Why are vitamins important?

#### Vitamin A

Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

#### Try these for vitamin A

apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon.

#### Vitamin C

Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

#### Try these for vitamin C

bell pepper, broccoli, brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon.



## Get 60 Minutes of Power Play Every Day!

You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

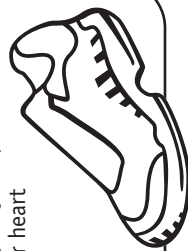
### Physical activity can:

- Help keep you from getting sick
- Help you pay attention in school
- Make learning easier
- Make you feel better about yourself
- Build healthy bones and muscles to keep you strong
- Help you with balance and coordination
- Give you more energy
- Help you keep a healthy weight
- Help you relax
- Help you meet new friends
- Give you something fun to do with friends and family

### What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.





# ¡Gana el Poder!

¿Quieres crecer y mantenerte sano? ¿Quieres tener más energía para tener un buen desempeño en la escuela y en los deportes?

## ¡Come Frutas y Vegetales Todos los Días!

Tú debes comer de 3½ a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

### ¿Por qué necesito fibra?

El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

### ¿Por qué debo limitar la grasa y el azúcar?

El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan mucha azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

### ¿Por qué son importantes las vitaminas?

#### Vitamina A

La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

#### Para recibir vitamina A, come:

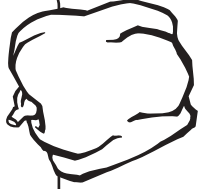
albaricoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria.

#### Vitamina C

La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

#### Para recibir vitamina C, come:

brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jícama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía.



## ¡Juega con Ganas 60 Minutos Cada Día!

Tú debes hacer por lo menos 60 minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez.

Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

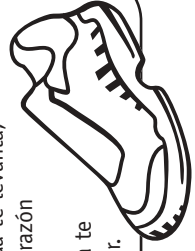
### La actividad física puede:

- Ayudar a que no te enfermes
- Ayudarte a prestar atención en la escuela
- Aprender más fácilmente
- Hacerte sentir mejor de ti mismo
- Tener huesos y músculos saludables para mantenerte fuerte
- Ayudarte con el balance y la coordinación
- Darte más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajar
- Ayudarte a conocer nuevos amigos
- Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.





# Fruit & Vegetable and Power Play! Journal

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.



## FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups for Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____
Day 2	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____

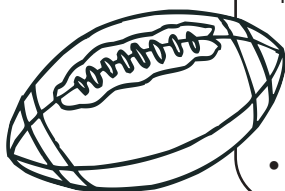
## PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				



### What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.



# Diario de Frutas y Vegetales y ¡A Jugar con Ganas!



Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.

## DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas en los Bocadillos	TOTAL DE TAZAS
Día 1	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____
Día 2	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____

## DIARIO DE ACTIVIDAD FÍSICA

Actividad Física de hice:

Día 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Día 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
Día 1				
Día 2				

### ¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rapido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

